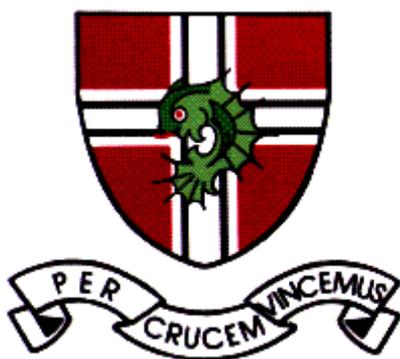


# St John Fisher Catholic Voluntary Academy



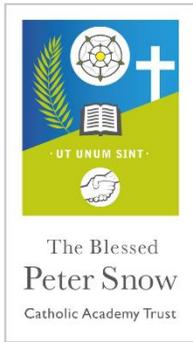
## Policy for the Education of Children Looked After by the Local Authority

November 2016

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## The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

*"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).*

**Our Academies therefore operate and are informed by the following four key principles of Christian formation:**

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

**In light of the above principles, the Trust aims to:**

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

### **Aim**

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally in accordance with our Catholic mission.

The school understands that they can play a significant role in improving the quality of life and the educational experience of a Looked After Child.

## **Objectives**

Looked After Children will:

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities

## **Teachers and other staff will:**

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
- plan for and meet the individual needs of Looked After Children

## **The Looked After Designated Teacher and Senior Management will**

- identify, arrange and/or deliver training to staff to enable the above to take place
- ensure the development of effective and inclusive strategies to address the needs of Looked After Children
- ensure the smooth transfer of information within school and between school, carers and other agencies. Up to date copies of Personal Education Plans must be kept
- work together with the Local Authority and Care Management Services in an effective partnership to ensure that the needs of the Looked After Child are met

## **1. Pastoral Support**

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place

- The Form Tutor, Director of Study and relevant teaching staff will be made aware of a Looked After Child through staff briefings and access to the child's data held securely on SIMs.
- The Designated Teacher will monitor the child's progress and welfare supported by the Pastoral team

## **2. Looked after children new to the school, we will;**

- Immediately contact the previous school and ask for transfer of all prior safeguarding and academic tracking information
- Immediately acquire key contact names, foster carers, social worker, DT in previous school/setting
- Check photo consent/website consent as this can be sensitive
- Arrange a meeting and tour of school building with carers and the child to alleviate any anxieties
- Request if possible a photograph of child/key people at home/family
- Check the SEND status: is an EHCP in place? Ask for a copy and any support information
- Organise transition package/pre visits if required
- Contact the Virtual School if additional support has been (or needs to be) in place as additional funding can be available via the Pupil Premium which is allocated by the Virtual School Head Teacher
- Give your school staff an overview e.g. Pupil profiles and appoint a daily named contact for the child, carers and social worker
- Establish regular contact with carers and social workers which is proactive and builds a positive working relationship rather than one driven by emergencies

## **3. EPEP/LAC Reviews, the school will;**

- Aim to ensure the LAC Review, EHCP Review (if applicable) and EPEP review are aligned
- Invite all professionals named on the EHCP/EPEP to reviews
- Where possible invite the DT/HT from receiving/sending school to the transition EPEP meeting
- Be proactive in calling an early review of the EPEP if required where there is a risk of targets not being met
- Ensure key school staff have been consulted and are available where required and the EPEP is up to date

- Respond to requests from the IRO (Independent Reviewing Officer) and to statutory time lines
- **Ensure child's views have been sought and recorded on the EPEP prior to the meeting**
- Try to establish an open and friendly ambience e.g. tea and biscuits
- Record the attendance of carers/other relevant adults and parent/carers information/consultations meetings etc. Where adults attendance is poor the DT informs the VSH.

#### **4. Attainment and Progress, the school will;**

- Have a shared responsibility with the LA for helping LAC to enjoy and achieve in their learning
- Have a culture of high aspiration and nurture for LAC
- Support LAC to achieve in line with their peers making progress appropriate to their starting point
- Set appropriate challenging grade/Age Related targets for the LAC
- Monitor LAC attainment, progress, behaviour and attendance and the impact of any devolved PP+ funding regularly ensuring the LAC's needs are being met and this should be reported to the LAC Governor
- Set high expectation for rapid progress and put in place the additional support the LAC needs in order to succeed.
- Review progress towards meeting targets should be **regularly** rather than only immediately and before the next EPEP
- Manage the PP+ funding to ensure it has an impact on the attainment and progress of the LAC
- Record PP+ impact on the School Website without the viewer being able to identify individuals

#### **5. Strategies**

##### **5.1 Curriculum**

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- The class teacher will look at all possible contributory factors in order to bring about improvement. They will consult with their Head of Faculty and / or Director of Study for the child.
- The Director of Study will look for factors which may be masking underlying learning difficulties and talk to the child. It may be that mentor intervention is required or a period of monitoring with specific targets set.

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and intervention strategies will be implemented as required.

## **5.2 Attendance**

If a Looked After Child is identified as having poor attendance or punctuality:

- The Social Worker and carers will be contacted by the Designated Teacher to gain their support and collect any relevant information
- The Virtual School will be alerted
- Internal procedures for supporting children with poor attendance will be implemented, such as tracking and mentoring
- Schools must adopt statutory admission criteria and be welcoming to any LAC child throughout the school year ensuring their admission is prioritised.
- The child should be admitted swiftly to any school in order that there is not breakdown in the education of the child and any specific learning support is in place prior to the specific first day at school.
- At the point of transfer to Post 16 provision the school must actively support the young person's future ambitions and aspiration together with potential placements.
- The Virtual School must be involved/consulted in all transition procedures, any requests for admissions should be signed off by the Virtual School.
- At any point of transition the DT/HT should support and facilitate the effective transfer of information for the LAC
- Term time holidays are not currently approved – any exceptional request would be to the unit manager in Social Care

### **5.3 Behaviour**

We recognise that psychological trauma and related attachment difficulties plus lack of continuity in the lives of Looked After Children, may lead to challenging behaviour in school. It is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage:

- The Social Worker and carers will be contacted by the Designated Teacher as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child
- The school will work in partnership with the social worker and carers to modify poor behavior and support individual needs
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, PRS and The Virtual School will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the challenging behaviour.
- We recognise that Looked After Children as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements. To reduce the likelihood of this occurring the school will use its internal Behaviour Support Unit in the first instance to ensure continuity of learning and care in school. A fixed term exclusion will always be avoided where possible. When considering an exclusion the school must always inform the social worker.

### **5.4 Homework**

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. A homework timetable is in place for every child together with a before and after school facility, should it be required for quiet study. Good communication with carers is essential for pupil support in this area.

## **6. Liaison With Outside Agencies**

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Designated Teacher will:

- Access additional support, funding or use of funded initiatives when available
- Liaise with Social Workers to ensure all Looked After Children have an EPEP.

- Participate in and co-ordinate Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with Statements of SEN / EHC Plans will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

## **7. Roles and Responsibilities**

### **7.1 Designated Teacher**

The role of the Designated Teacher is of central importance in enabling Looked After Children to achieve their full potential in school.

The majority of the roles and responsibilities of the Designated Teacher are implicit in the earlier sections of this policy. In addition, the Designated Teacher will:

- Attend training sessions organised by the LA
- Cascade this training to school staff
- Arrange and/or deliver training to all staff , including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome
- Ensure the involvement of careers staff with all young people in Years 10 and 11 who are looked-after
- Liaise with the member of staff responsible for monitoring children on the Child Protection Register
- Work closely with Social Workers and other LA staff to enable the writing of effective EPEPs and make sure the child's progress towards education targets are monitored
- Attend, arrange for someone else to attend or contribute in other ways to care planning meetings and statutory reviews
- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans. Their voice – wishes and feelings about education – must be listened to

## **7.2 The Head Teacher and Senior Leadership Team**

The responsibility for the educational and personal well-being of Looked After Children rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Leadership Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Designated Teacher, are enabled to carry them out. The deployment of Pupil Premium funding, as directed by the Headteacher, should effectively support Looked After Children

## **7.3 The named Academy Governor with special responsibility for Looked After Children**

- There should be a named Governor for LAC children and the Academy Council fully understand their statutory duties and ensures effective delivery.
- School Policy must not in any way discriminate against LAC
- Governors have a duty to ensure that resources are allocated to support the DT to carry out their role effectively.
- The Academy Council has identified a named DT for LAC
- The Governors should ensure that LAC children are mostly taught by QTS judged "good" by the school leadership team
- Governors must ensure that the school Charging Policy is sympathetic to the needs and home situation of LAC
- The LAC Governor should report to full Governors regularly about provision for, attainment and progress of LAC and the impact of any devolved PP+ funding
- The named Governor should meet the HT/DT and or SENCO as a minimum annually and this may involve the monitoring of the provision/attainment/progress
- The DT regularly reports trends in LAC attainment, progress, behaviour and attendance to the Governing Body comparing to non LAC (with confidentiality as a priority)

## **8. Evaluation**

The general success and appropriateness of this policy will be evaluated annually. The DfE guidance 'Promoting the education of Looked After Children' July 2014, should be consulted regarding any future changes to this policy.

The next review will be September 2017.

## Equality Impact Assessment

<b>School</b>	<b>St John Fisher Catholic Voluntary Academy</b>
<b>Date</b>	<b>November 2016</b>
<b>Lead member of staff</b>	<b>M Biggin</b>
<b>Other involved staff/role</b>	

### **Proposed Plan**

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision  
to change or reduce practice/provision  
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Update to LAC policy coming into line with DFE guidance July 14  
and in line with Kirklees Virtual School toolkit for LAC November 16

### **Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

Eliminating unlawful discrimination, harassment and victimisation Y/N

Promoting equality of opportunity Y/N

Fostering good relations Y/N

Please explain

### Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Local Authority and DFE guidance used to renew policy

### Potential Issues NONE

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, Academy Councillor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail